



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Howard C Reiche Community Sch

SAU: Portland Public Schools

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2010-2011 NCLB Report Card



School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	63	61	65	2	61	24	14	50	1
	2009-2010	47	44	94	45	66	73	11	34	23	32	44	0
Female	2008-2009	30	30	100	80	64	70	3	77	13	7		
	2009-2010	22	21	95	43	71	76	5	38	14	43		
Male	2008-2009	21	21	100	38	57	60	0	38	38	24		
	2009-2010	25	23	92	48	62	69	17	30	30	22		
Caucasian/White	2008-2009	26	26	100	73	70	66	4	69	15	12		
	2009-2010	19	18	95	72	80	74	28	44	22	6		
African American/Black	2008-2009	16	16	100	50	35	42	0	50	31	19		
	2009-2010	19	17	89	29	32	46	0	29	18	53		
Hispanic	2008-2009	5	5	100	40	55	51	0	40	40	20		
	2009-2010	1	1	100		22	58						
Asian or Pacific Islander	2008-2009	3	3	100		54	66						
	2009-2010	8	8	100		59	71						
American Indian or Native Alaskan	2008-2009	1	1	100			64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	38	38	100	58	44	53	0	58	24	18		
	2009-2010	41	38	93	37	44	62	3	34	26	37		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	33	42	36	0	33	22	44		
	2009-2010	4	2	50		39	38						
Limited English Proficient	2008-2009	21	21	100	43	34	40	5	38	38	19		
	2009-2010	27	25	93	24	36	45	0	24	24	52		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	63	71	71	4	59	20	17	46	0
	2009-2010	53	49	92	51	60	67	4	47	24	24	48	1
Female	2008-2009	17	17	100	76	71	75	6	71	18	6		
	2009-2010	32	30	94	63	62	71	7	57	20	17		
Male	2008-2009	29	29	100	55	70	67	3	52	21	24		
	2009-2010	21	19	90	32	57	63	0	32	32	37		
Caucasian/White	2008-2009	22	22	100	77	79	71	9	68	18	5		
	2009-2010	26	24	92	50	70	68	8	42	29	21		
African American/Black	2008-2009	18	18	100	44	51	53	0	44	17	39		
	2009-2010	17	17	100	59	35	43	0	59	6	35		
Hispanic	2008-2009	2	2	100		55	66						
	2009-2010	6	5	83		50	59						
Asian or Pacific Islander	2008-2009	3	3	100		55	71						
	2009-2010	4	3	75		56	71						
American Indian or Native Alaskan	2008-2009	1	1	100			60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	35	35	100	60	53	60	0	60	17	23		
	2009-2010	39	37	95	43	42	56	3	41	27	30		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	20	41	43	0	20	40	40		
	2009-2010	8	8	100		27	34						
Limited English Proficient	2008-2009	17	17	100	47	42	47	0	47	18	35		
	2009-2010	25	22	88	55	38	46	5	50	14	32		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	49	92	63	67	67	16	47	20	16	49	0
	2009-2010	46	45	98	64	73	72	22	42	13	22	45	0
Female	2008-2009	28	25	89	60	66	70	16	44	28	12		
	2009-2010	16	16	100	69	75	78	19	50	25	6		
Male	2008-2009	25	24	96	67	68	64	17	50	13	21		
	2009-2010	30	29	97	62	71	67	24	38	7	31		
Caucasian/White	2008-2009	25	25	100	76	80	67	20	56	20	4		
	2009-2010	19	18	95	83	82	73	39	44	6	11		
African American/Black	2008-2009	22	18	82	39	39	46	6	33	28	33		
	2009-2010	20	20	100	45	46	57	15	30	25	30		
Hispanic	2008-2009	3	3	100		38	56						
	2009-2010	2	2	100		68	70						
Asian or Pacific Islander	2008-2009	3	3	100		45	68						
	2009-2010	4	4	100		58	73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	1	1	100			62						
Economically Disadvantaged	2008-2009	42	41	98	59	48	53	10	49	24	17		
	2009-2010	37	36	97	56	55	62	17	39	17	28		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	37	31	0	13	25	63		
	2009-2010	10	9	90		45	36						
Limited English Proficient	2008-2009	20	16	80	50	33	39	6	44	19	31		
	2009-2010	19	19	100	42	42	49	5	37	26	32		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	51	51	100	51	57	70	12	39	31	18	49	2
	2009-2010	47	46	98	43	53	62	13	30	22	35	46	0
Female	2008-2009	30	30	100	53	55	68	17	37	23	23		
	2009-2010	22	21	95	33	51	61	5	29	24	43		
Male	2008-2009	21	21	100	48	60	71	5	43	43	10		
	2009-2010	25	25	100	52	56	63	20	32	20	28		
Caucasian/White	2008-2009	26	26	100	65	71	71	15	50	23	12		
	2009-2010	19	19	100	74	66	63	32	42	21	5		
African American/Black	2008-2009	16	16	100	38	25	45	6	31	31	31		
	2009-2010	19	18	95	17	18	31	0	17	28	56		
Hispanic	2008-2009	5	5	100	20	35	50	0	20	60	20		
	2009-2010	1	1	100		17	52						
Asian or Pacific Islander	2008-2009	3	3	100		48	70						
	2009-2010	8	8	100		51	65						
American Indian or Native Alaskan	2008-2009	1	1	100			55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	38	38	100	39	42	58	11	29	37	24		
	2009-2010	41	40	98	35	31	50	3	33	25	40		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	67	47	46	22	44	11	22		
	2009-2010	4	3	75		40	33						
Limited English Proficient	2008-2009	21	21	100	43	30	46	14	29	33	24		
	2009-2010	27	26	96	19	24	35	0	19	23	58		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Howard C Reiche Community Sch
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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	46	46	100	63	63	66	13	50	20	17	46	0
	2009-2010	53	51	96	45	50	62	8	37	12	43	50	1
Female	2008-2009	17	17	100	65	60	66	18	47	24	12		
	2009-2010	32	32	100	50	48	62	9	41	9	41		
Male	2008-2009	29	29	100	62	65	67	10	52	17	21		
	2009-2010	21	19	90	37	52	63	5	32	16	47		
Caucasian/White	2008-2009	22	22	100	82	73	67	23	59	5	14		
	2009-2010	26	24	92	54	62	63	8	46	13	33		
African American/Black	2008-2009	18	18	100	44	32	46	0	44	28	28		
	2009-2010	17	17	100	41	25	36	6	35	12	47		
Hispanic	2008-2009	2	2	100		55	61						
	2009-2010	6	6	100		24	45						
Asian or Pacific Islander	2008-2009	3	3	100		43	68						
	2009-2010	4	4	100		48	65						
American Indian or Native Alaskan	2008-2009	1	1	100			59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	35	35	100	57	44	54	14	43	23	20		
	2009-2010	39	39	100	38	33	50	8	31	10	51		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	30	42	41	0	30	20	50		
	2009-2010	8	8	100		28	36						
Limited English Proficient	2008-2009	17	17	100	41	31	43	6	35	35	24		
	2009-2010	25	25	100	36	26	38	12	24	12	52		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	53	52	98	56	57	66	21	35	17	27	52	0
	2009-2010	46	45	98	42	56	64	11	31	18	40	45	0
Female	2008-2009	28	27	96	48	57	65	11	37	26	26		
	2009-2010	16	16	100	44	53	64	6	38	19	38		
Male	2008-2009	25	25	100	64	58	66	32	32	8	28		
	2009-2010	30	29	97	41	60	64	14	28	17	41		
Caucasian/White	2008-2009	25	25	100	72	68	67	32	40	12	16		
	2009-2010	19	18	95	72	69	65	22	50	11	17		
African American/Black	2008-2009	22	21	95	33	28	43	5	29	24	43		
	2009-2010	20	20	100	20	20	37	5	15	15	65		
Hispanic	2008-2009	3	3	100		29	52						
	2009-2010	2	2	100		44	55						
Asian or Pacific Islander	2008-2009	3	3	100		50	69						
	2009-2010	4	4	100		35	67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	42	41	98	54	42	53	20	34	22	24		
	2009-2010	37	36	97	36	31	51	8	28	14	50		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	32	38	0	13	0	88		
	2009-2010	10	9	90		35	34						
Limited English Proficient	2008-2009	20	19	95	32	33	40	5	26	26	42		
	2009-2010	19	19	100	26	22	38	5	21	11	63		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Howard C Reiche Community Sch
SAU: Portland Public Schools
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	98 98	99 99	58	68 69	71 69	98	99 99	99 99	49	55 57	63 61	94	95	95
Caucasian/White	97	99 99	99 99	68	79 79	71 69	97	99 99	99 99	66	67 66	64 62			
African American/Black	98	96 94	97 97	46	38 42	49 50	98	99 97	99 98	26	22 30	36 38			
Hispanic	*	99 100	97 99	*	49 40	63 59	*	100 100	99 100	*	29 23	51 46			
Asian or Pacific Islander	*	96 95	97 98	*	63 69	73 76	*	99 99	99 99	*	51 58	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	97	98 96	99 99	49	49 51	60 56	99	99 98	99 99	41	33 37	50 47			
Students with Disabilities	*	99 95	97 98	22	38 39	36 28	*	99 95	97 98	25	33 34	35 25			
Limited English Proficient	94	95 94	96 95	45	41 41	48 45	99	99 98	99 99	29	26 26	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	7	17	1	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>